

Weekly Critical Reflection, looking at children's interests and progress, planning for the week ahead of how we can enhance the continuous provision and scaffold their current learning and interests.

Successes of the week	Challenges of the week	Adult led input/ activities that worked well	Continuous provision enhancements that worked well	Children's interests and observations. What have they enjoyed?	Learning intentions for next week
<ul style="list-style-type: none"> Children have enjoyed exploring the shop with real items and boxes. Children enjoyed playing with the dinosaurs in the paint and jelly. Children have enjoyed playing in the Sand, screwing and unscrewing the bottle lids, filling and emptying the bottles. Children are sitting better for carpet time. 	<ul style="list-style-type: none"> The new starter children are not yet comfortable to explore independently. Need adults to play partner. New children are struggling to follow the routine, this is disturbing the already settled children. Children are not showing an independent interest in the reading corner. 	<ul style="list-style-type: none"> Children enjoyed singing nursery rhymes and copying the song actions. Dinosaur footprint painting. Children enjoyed making marks on the paper and mixing the colours. Children enjoyed the phonics describe and find it game, children took turns well for this. 	<ul style="list-style-type: none"> Children enjoyed accessing the outdoor mark making with paintbrushes and water, children needed little adult input for this. Children enjoyed accessing the role play shop, using recycled food boxes and pretend money. Children enjoyed filling and emptying the bottles in the sand. 	<ul style="list-style-type: none"> Jackson enjoyed making ramps and running the cars down them. Toby and Emily enjoyed pushing the babies around in the pushchairs. Oliver enjoyed posting the balls into the basketball game. Freya and Leo enjoyed 'going on holiday' Children loved looking at Micaela's holiday photos. 	<ul style="list-style-type: none"> Improve listening and attention skills, play 'find and describe it' game in key groups. Support with following the routine, make a new visual timetable. Embed relationship with key worker, 1:1 interventions. Basic number counting and recognition. 1-3.

Yew Tree Childcare, Room: Ladybirds

Indoors Continuous Provision Enhancements

Dough / Malleable area	Sand area	Role play area	Writing / mark making area	Small world / sensory area	Construction / loose parts area
<p>Café</p> <p>Add in chopping boards, muffin trays, rolling pins, cupcake cases and food ingredients such as raisins, herbs, sprinkles etc. Add in Menu's and pictures of different food's from a café. Watch a video of people ordering and making food in a cafe</p>	<p>Transporting Schema</p> <p>Add in different sized plastic bottles and funnels, encourage the children to screw and unscrew the caps. Encourage the children to fill the bottles using the scoops and containers. Introduce capacity language such as full and empty.</p>	<p>Café</p> <p>Add a till, real money, cakes, bread and a tea set. Adult to play partner in the café and act out a scene where children order food and pay for food. Have pencils and paper available, encourage children to mark make 'taking orders'. Have pictures of real café's.</p>	<p>Cutting and sticking</p> <p>Children to make 'Spring Collages'. Have a variety of natural resources available such as sticks, leaves, flowers, grass etc. Have a variety of glue / sticky tape and scissors available. Adults to model and support with scissors.</p>	<p>Dolls House</p> <p>Create a 'Family home' scene with the dolls house, add in a sensory garden. Encourage children to label the different characters as their family members. Discuss our families and how they are the same or different.</p>	<p>Transforming schema</p> <p>Children to explore building towers with different sized ice cubes, children to observe what happens to the ice as we handle it. Children to look at pictures of igloos and how they are created,. Discuss how some people live in igloo's.</p>

Outdoors Continuous Provision Enhancements

Sand area	Water area	Writing / mark making area	Small world / sensory area	Muddy kitchen area
<p>Positioning Schema</p> <p>Children to create sandcastles using the small plastic cups. Children to explore how much water is needed to create sandcastles. Add in stones and flags for the sandcastles.</p>	<p>Self care</p> <p>Children to bathe the babies in the bubbly water outside. Add in sponges and baby wash. Encourage children to wash the clothes and then hang up with pegs on the washing line. .</p>	<p>Water painting</p> <p>Have buckets and brushes readily available for the children to use. Add food colouring and glitter to the water. Encourage children to mark make on the floor and walls outdoors. Ask children to observe and label the marks that they make.</p>	<p>Senses</p> <p>Children to explore a variety of sensory boxes with their feet. Use things such as cold custard, jelly, paint and bubbly water. Allow children to step through the trays and then use their hands to explore the different textures.</p>	<p>Café</p> <p>Add in bread tins, cake tins, muffin tins and muffin cases. Add in spoons, whisks, jugs and bowls. Add in pictures of a real café and baked goods. Encourage children to create tasty treats with the mud and water.</p>



8.50 – 11.45

1:00 – 2:45

2:45 - 3:10

Monday

8:50 – 9:25:

- **Self Registration**
- **Free play**

9:25 – 9:35:

- **Carpet session, story, core learning skills:**

Adult Led Activity :
Introduce the different activities on offer in the different areas, 1 adult to play partner in each area throughout the morning.
PE: Play 'what's the time Mr Wolf' outside.

Tuesday

8:55 – 9:25:

- **Self Registration**
- **Free play**

9:25 – 9:40:

- **Carpet session, story, core learning skills:**

Adult Led Activity :
Phonics play:
Play the describe it and find it game in key groups, extra intervention sessions for SEN, PP and Eal children. Focus on extending listening and attention skills.

Wednesday

8:55 – 9:25:

- **Self Registration**
- **Free play**

9:25 – 9:40:

- **Carpet session, story, core learning skills:**

Adult Led Activity :
Maths:
Focus on shape recognition, go on a shape hunt in key groups around the garden. Play a shape matching game 1:1 with key children.

Thursday

8:55 – 9:25:

- **Self Registration**
- **Free play**

9:25 – 9:40:

- **Carpet session, story, core learning skills:**

Adult Led Activity :
P.E:
Comic Kids, were going on a bear hunt Yoga.

Friday

8:55 – 9:25:

- **Self Registration**
- **Free play**

9:25 – 9:40:

- **Story Time, Song/Rhyme time/ Instrument time.**

Adult Led Activity :
Malleable area:
Play partner with the children in the spring playdough area. Adult to request an item from the café menu and the child to use available resources to make the food item.

1:00 – 1:10:

- **Self Registration**
- **short carpet session**

Adult Led Activity :
Science: Work in key groups, creating towers using the ice cubes. Investigate what happens to the ice as we handle it. Look at pictures of igloo's, re-create igloos. Discuss how water turns to ice.

1:00 – 1:10:

- **Self Registration**
- **short carpet session**

Adult Led Activity :
Role Play:
Adult to play partner in the Café, watch a video of a real café. Use paper and pens to mark make orders. Serve the cakes and tea and encourage children to pay for goods.

1:00 – 1:10:

- **Self Registration**
- **short carpet session**

Adult Led Activity :
Literacy:
All staff to read 1:1 with their key children. Choose a short story. Read the story and then revisit parts of the story, ask children questions about the story.

1:00 – 1:10:

- **Self Registration**
- **short carpet session**

Adult Led Activity :
Art:
Spring art collage. Children to explore gluing, taping, cutting and sticking different resources to create spring collages. .

1:00 – 1:10:

- **Self Registration**
- **short carpet session**

Adult Led Activity :
Sensory fun:
Adults to play partner with their key groups, children to explore the different textures outdoors with their hands and feet. Describe the textures and label clearly what they are.

9:35 – 11:45 : Continuous provision and outdoor play
10:45 – 11:15: Snack and nappy change time in key groups
11:45 – 1:00: Lunch time and outdoor / free Play

1:10 – 2:45: Continuous provision and outdoor play

2:15 – 2:45: Snack and nappy change time in key groups

Story Time, Song/Rhyme time/ Instrument time.

Story Time, Song/Rhyme time/ Instrument time.

Story Time, Song/Rhyme time/ Instrument time.

Story Time, Song/Rhyme time/ Instrument time.

Story Time, Song/Rhyme time/ Instrument time.

3:00 – 3:10: Home time.